DOCUMENT RESUME

ED 075 312 SO 005 623

TITLE	Man in Society.
INSTITUTION	Ontario Inst. for Studies in Education, Toronto.
PUB DATE	[69]
NOTE	83p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Affective Behavior; Cognitive Objectives; *Cultural Education; Cultural Factors; Identification (Psychological); Secondary Grades; *Self Concept; Social Attitudes; Social Behavior; Social Problems; Social Studies; *Social Studies Units; *Sociocultural Patterns; Teaching Guides; *Values
IDENTIFIERS	Canada

ABSTRACT

The activities and experiences suggested in this guideline are organized into units of work, or topics, which are sequences designed to last for some weeks. The units are intended to add to the secondary school program certain fields of instruction that are important to the development of today's students. The guide is in three sections. The first, "Man: The Maker and Product of Culture," directs the students' attention to the distinctively human capacity for symbolic expression. Culture is seen as a relatively stable design for living and encompassing shared social values, a shared system of behavioral norms, and a common technology. The second, "Man: The Social Action," examines the "self" as a product of symbolic interaction, with culturally defined expectations organized about the performance of "roles". In the third, "Man: The Builder of Social Structures," man is seen as a participant in relationships, groupings, and social systems that have an intelligible structure which can neither be reduced to nor derived from a study of the behavior of individual actors. Teacher innovation is encouraged in usage of the units to achieve the objectives. The rationale, suggested activities, and emergent themes are given for each topic. A bibliography of Canadian learning materials, listing books, articles, films, and reference texts for teachers, is included. (JMB)

FILMED FROM BEST AVAILABLE COPY

ED 075312

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

MAN IN SOCIETY

SO 005 623

MAN IN SOCIETY

TABLE OF CONTENTS

Introduction

MAN: The Maker and Product of Culture

Guiding Perspectives

Do Animals Communicate?

Can We Think Without Words?

Why Study a Second Language?

Does Television Change Attitudes?

Who Reads Books?

Parents and Popular Culture

How Does Mankind Solve Similar Problems Differently?

The Generation Gap: Changing Social Values

What's Happening in Quebec?

How Do the Indian and the Eskimo See Our World?

What Makes Our Values "Right"?

Cigarettes and Society

Advertising: Education or Propaganda?

Man's Best Friend: The Car?

The Arts: Man Talking to Himself?

MAN: The Social Actor

Guiding Perspectives

Self-Image and the Social Mirror

Growing Up in Two Cultures

Are the Schools Really Necessary?

Who Are You?

The Hippie

Drugs and the Adolescent

Dating as Play-Acting

From Adolescent to Adult

Towards Unisex?

Teaching for Whom?

So You Think You're Open-Minded?

Brainwashing

How Does It Feel to be Handicapped?

The Marginal Man

Does Your Group Run Your Life?

The Working Mother: A Conflict of Interests?

Myth and Medicine

Alcohol and the Teen-Ager

Do Clothes Make the Man?

Are You Ashamed to be Different?

MAN: The Builder of Social Structures

Guiding Perspectives

Is the Family Vanishing?

Is Your Gang a Small Society?

From Scouting to Motorcycle Gangs

Unions in Transition

Who Goes to Court?

Do Jails Make Criminals?

Are the Churches Changing?

Suburbia: Myth or Minotaur?

The City as a Way of Life

Time on Your Hands?

What Does It Mean to be Poor?

Growing Old in a Young Society

The Social Climber

Who are "The Establishment"?

Student Power: Burning or Building?

The Time Bomb in Canada's Mailbox

The Canadian Indian: Where is He Going?

Our World: Overpopulated or Underdeveloped?

Man and the Machine

War and Games

The Arms Race vs. the Human Race?

Canadian Learning Materials

Man in Society

Introduction

The activities and experiences suggested in this guideline are organized into units of work, or topics, which are sequences designed to last for some weeks. These units, and others like them, will add to the secondary school program certain fields of instruction that are important to the development of today's students and some methods and processes both appropriate and congenial.

This publication is a guideline, not a course to be covered. In each school the staff must plan the program and choose units carefully. Many factors should be taken into account, including the needs and interests of the students, the interests and special abilities of the staff, the availability and cost of materials, the impact of current world and local issues, and the acceptability of the topic in the school community. Different departments in the school should co-operate to avoid repetition or omission.

Some units are suggested here, and others may be planned and organized by the schools. In either case, learning activities should be characterized by objectivity, by observation and experiment where appropriate, and by securing data from the community outside the classroom when this is desirable. Man In Society should not be a textbook course, nor should it consist of mere exchanges of opinion. Recourse to evidence should be frequent. Induction and active inquiry should be emphasized, and individualization encouraged.

An atmosphere of innovation and experiment may be fostered by the rearrangement of classroom seating and the allocation of double periods or even half-day blocks of time when these can be worked out.

For each unit, objectives that relate to exploring and understanding man in society, to the deepening of insights, and to growth in the skills of the social sciences may be developed. Progress toward these objectives may also lead to increased student interest in cultures other than our own. Joint student-teacher planning of objectives and evaluation consistent with those objectives are two important steps in the implementation of this guideline.

The insight objectives, those related to knowledge and understanding, may be stated in terms of concepts or generalizations; the skill objectives may include a description of the skill and some indication of a standard of performance.

The teacher must make every effort to acquire the broad background of erudition and skill without which social science studies can become superficial and trivial. The pedagogy can also be demanding and rewarding. Locating and devising materials, the use of varying agendas for class discussion, the design of appropriate research, the identification and mobilization of community resources for educational purposes - these and other challenges can make teaching stimulating and satisfying.

Any experimental approach is accompanied by uncertainties. Not every innovation will prove equally worthwhile. As a by-product of creativity, teachers can expect some unpredictable consequences. Sometimes the results may prove disappointing, but even these may be enlightening if the attitude is one of objective evaluation.

Teacher evaluation of student progress should be based on careful observation and on the student's work during the term as well as on the results of written tests and examinations. These tests and examinations should be consistent with aims and objectives known to the students. There are ways in which students can participate in the evaluation of their own work.

Program consultants of the Department of Education are ready to assist with the implementation of this revision of Man In Society.

Man: The Maker and Product of Culture

In the exploration of this perspective, the students' attention will be directed to the distinctively human capacity for symbolic expression. In recognizing that man lives in a world of meaning, and in observing the extent to which social behaviour is a response to such situational meanings, the student is alerted to the perspective of social and behavioural disciplines.

Throughout this part of Man in Society, the dominant concept is that of culture, seen as a relatively stable design for living and encompassing shared social values, a shared system of behavioural norms, and a common technology.

Guiding Perspectives

Man lives in a world of meaning.

All interaction with our environment, including other men, is structured for us by the meaning which we attach to persons, objects, and acts.

Each language group lives, in some sense, in a different world.

Each shared world of meaning provides a total way of life for the participants. That way of life or culture provides a more or less integrated set of solutions to basic problems of life.

Each observer views other cultures from the point of view of his own culture: the standards by which he evaluates other cultures are most often elements of his own culture.

Do Animals Communicate?

This unit examines the contrast between animal sounds and human communication, emphasizing the uniqueness of human symbolism as opposed to "natural" signs.

Suggested Activities

. Observe animal communication to explore the limitations in comparison with man.

. Use mime in classroom to explore non-verbal communication.

. Perform simple group tasks without the use of symbols (speech or gestures) for communication.

Emergent Themes

. Language is distinct from "natural signs". (What is "meaning" in language and signs?)

. Man lives not only in physical space but in a "social space" or shared world of meaning.

. Communication, the sharing of meanings, is the social cement that ties us together. Communication is the basic social process and the foundation of social life.

Can We Think Without Words?

This topic explores the interdependence of words, ideas, and experiences, in order to clarify the way in which experience is structured through language and culture generally. Language is seen as essential to memory, as a guide to experience, and as a system of classification.

Suggested Activities

. Conduct experiments to show the linguistic and cultural determinants of perception.

. Contrast divergent cultural responses evoked by the same symbols.

. Devise experiments in reasoning without words.

Emergent Themes

. Language classifies, organizes, and stores our world of experience; that is, it structures thought.

WHY STUDY A SECOND LANGUAGE?

In this unit, differences in linguistic systems are used to illustrate differences in culture and in the meaning of experiences.

Suggested Activities

. Translate idioms literally to show total cultural context of linguistic meaning.

. Relate language differences to differences in world view.

Emergent Themes

. Responses to our environment are structured by the meanings that situations have for us.

. Each language is a product of history and affords a distinctive world view. Language develops out of social interaction.

Does Television Change Attitudes?

This unit could take the form of a consideration of TV and of the media generally, as affording shared meanings or definitions of situations which in turn affect our behaviour (e.g., advertising or propaganda).

Suggested Activities

. Analyse advertising or popular TV to investigate whether shared definitions of situations, tastes, and values are reinforced or created by the mass media.

. Have students analyse the impact of shared media experience upon the class as a whole.

Emergent Themes

. Language functions at many levels provide both a cognitive classification and an emotional response for each experience.

. People respond, not to objective situations, but to the meaning of situations which in turn are the outcome of a communication process.

Who Reads Books?

This unit studies the media as extensions of our senses. Changes in media are changes in our pattern of communication, creating differential access to culture and new vulnerability to change. Have electronic media replaced the book? Has the school, and education in general, attempted to perpetuate a literate tradition in a culture that is now predominantly oral in communication patterns? Would this make formal education seem irrelevant to some students?

Suggested Activities

. Compare oral media with visual media.

. Conduct a class or school survey to determine the extent to which students communicate in a literate way (reading or writing) as opposed to the extent of oral communication in media and personal relations. Contrast this with the literate bias of formal education.

Emergent Themes

. Changes in one cultural element (e.g., technology) may introduce pressures while other cultural areas are in the process of adaptation to the innovation.

Parents and Popular Culture

This unit is based on a recognition that adults and adolescents acquire their respective tastes in different social circumstances; hence they may disagree on standards. Communal approval and disapproval reinforce individual tastes and preferences. This applies not only to fashion but to learned aesthetic and appetitive responses.

Suggested Activities

. Analyse popular cultural items (clothing, music, leisure activities) as divergent means whereby parents and adolescents meet similar needs.

. Compare adolescent and adult responses to styles showing learned standards.

. Conduct experiments in deviation from group standards to emphasize force of sanctions.

Emergent Themes

. Culture defines for us not only moral and material standards, but aesthetic and appetitive standards - i.e., standards of taste in food, sexual attractiveness, music, art.

. Rules are supported by responses of both approval and disapproval.

How Does Mankind Solve Similar Problems Differently?

In this unit, several cultures could be compared to show the divergent cultural adaptations through which man meets basic needs of reproduction, nourishment, shelter, or protection. Emphasis should be placed on the relative integration of each cultural pattern and its appropriateness to geographic conditions. Man's adaptive process may be compared with that of other animals.

Suggested Activities

. Compare the technologies, family systems, or sexual codes of various cultures to show divergent adaptations to common problems.

Emergent Themes

. Each language represents a shared world of meaning. Each distinctive life style or design for living constitutes a culture.

. Each culture provides a more or less unified and consistent system of thought and action in adaptation to a specific environment.

. Man is an unspecialized animal who adapts to his environment and meets some basic needs (food, reproduction, care of young, shelter) through culturally divergent solutions.

The Generation Gap: Changing Social Values

The aim of this unit is to relate differences in specific issues to underlying differences in values and to clarify some of the inter-generational shifts in these values.

Suggested Activities

. Explore incidents or issues that reveal inter-generational differences and relate these to learned differences in values.

. Survey some values of adults and students to explore the extent of differences.

. Compare contemporary popular cultural items with earlier counterparts (e.g., song lyrics, dance forms).

Emergent Themes

. The way of life defined by each culture or sub-culture is viewed by the participants as "right" and "natural" in accord with shared values.

WHAT'S HAPPENING IN QUEBEC?

Through a contrast of the traditional rural society with the modern urban society of Quebec this unit attempts to locate the forces of change and to examine the present confrontation of French and English cultural traditions.

Suggested Activities

. Build a hypothetical model of a simple society (e.g., Gilligan's Island). Explore impact of change in one area (e.g., technology) on change in other areas (e.g., social arrangements, values) Extend characteristics of model to interpret some changes in Quebec.

Emergent Themes

. Culture may be viewed as a more or less integrated set of rules or standards which are ways of thinking and acting.

i) Culture is a system of values.

ii) Culture is a system of behaviour.

iii) Culture is a system of material adaptation or, in other words, a system of technology.

How Do the Indian and the Eskimo See Our World?

This unit contrasts the ancient North American cultures with contemporary Western urban culture, placing emphasis on cultural conflicts as they affect the life of the Indian and Eskimo today.

Suggested Activities

. Contrast cultural values from the past with requirements of adaptation today.

. Invite Indian or Eskimo speakers to the school.

Emergent Themes

. Cultural change in a society is often introduced by borrowing elements from a divergent culture with which the society is brought into contact.

. Changes in one cultural element (i.e., in technology) may introduce pressures while other cultural areas are in the process of adaptation to the innovation.

What Makes Our Values "Right"?

This topic examines our commitment to shared values and explores our willingness to use these as criteria when judging other cultural patterns. The focus might well be on the clash of values between East and West.

Suggested Activities

. Devise experimtnts to measure the degree of authoritarianism among students; relate to ethnocentrism or political, religious, and ethnic dogmatism.

. Working with selected opposing values, explore the economic, social, and emotional "commitment" of the groups upholding them.

Emergent Themes

. Emotional commitment to our own culture and to the symbols of our culture is a barrier to the objective comparison of cultures.

Cigarettes and Society

Through an examination of the role that the cigarette has played in our society, this unit studies the way in which a cultural item is introduced by borrowing from another culture and how it acquires different meanings for various age, sex, and social groupings. The study should include an analysis of the conscious effort now being made to change the meaning of the cigarette in our society.

Suggested Activities

. Have students conduct surveys among their peers to determine extent of smoking, motivation, or the social attitudes controlling adolescent use.

. Contrast the attitudes of non-smokers and smokers, and their openness to information on smoking hazards.

Emergent Themes

. The same cultural item may have divergent meanings for different viewers and participants.

. The objective situation and the definition of the situation by participants are always divergent in varying degrees.

ADVERTISING: EDUCATION OR PROPAGANDA?

The role of advertising is considered in this unit primarily from the point of view of taste and value formation, rather than from the economic perspective; in other words, the emphasis is on covert advertising as opposed to overt sales appeals.

Suggested Activities

. Analyse the content of popular media to show the importance of establishing by association the symbolic meaning of consumer items (e.g., prestige, socio-economic class implications).

. Invite professionals from advertising agencies and the press to speak at the school.

Emergent Themes

. We live in a society that attaches great importance to participation in symbolic and dynamic patterns of consumption of material goods and services.

. Advertising mobilizes existing social pressures and values in support of specific products and services.

MAN'S BEST FRIEND: THE CAR?

The automobile is considered in this unit as a key to Western culture, symbolizing technological change, affluence, urbanization, stratification, shifts in our value system, and problems of identity in a heterogeneous society that is oriented to the rapid consumption of mass-produced goods and services.

Suggested Activities

. Organize a forum on the auto with representatives from advertising, car sales, finance, insurance, urban planners, and the police as guest participants.

. Conduct a survey to explore the extent of adolescent auto ownership or use, and its impact on prestige, self-image, leisure activities, and dating patterns.

Emergent Themes

. Each culture comes to be more or less organized about a certain world view or outlook.

THE ARTS: MAN TALKING TO HIMSELF?

Art, music, and poetry may be viewed in this unit as condensed and stylized cultural expressions and as indices to impending cultural changes.

Suggested Activities

. Visit an art gallery or museum and observe the relation of styles of expression to distinctive cultures with regard to values, technologies, and social systems.

. Collect items of "pop art" and explore them as keys to contemporary cultural shifts.

Emergent Themes

. Man is a symbol-making creature who tends naturally to refine and restate his experience to himself.

MAN: THE SOCIAL ACTOR

In this section, attention is shifted from cultures as systems of meaning to the individuals who learn, share, transmit, or modify such systems.

The "self" is seen as a product of symbolic interaction, with culturally defined expectations organized about the performance of "roles". The multiplicity of roles played simultaneously or successively by the human actor, the way in which these are learned, the divergent audiences to which each role may be played, and the complexity of relationships between such roles all provide a fascinating perspective on the behaviour of man in society.

The dominant point of view throughout this second phase of inquiry is that of social psychology, with emphasis on the dramaturgic frame of reference as a convenient perspective for classroom approach.

Guiding Perspectives

The "self" as we know it is created and sustained through the dynamics of social relationships.

Human behaviour is largely controlled by a web of expectation in which man the actor is enmeshed.

Expectations of behaviour are organized in terms of roles or sets of related requirements. Human actors play culturally defined and socially sustained roles.

Self-Image and the Social Mirror

We see ourselves in the responses of others. In this unit, students are encouraged to consider the ways in which their conceptions of self are inferred from the responses of others and to ask which persons and groups are most significant in this mirroring process. Consideration of the way in which the individual assumes or interprets the role of others in evaluating himself will also be important.

Suggested Activities

. Students could prepare profiles of self, documented in terms of the perceived responses of others. They could explore potential impact on self of changes in the responses of others.

Emergent Themes

. Through symbolic interaction we come to participate in an established set of shared understandings.

. We form our awareness and image of self from the responses of others to us.

. Certain individuals and groups are particularly important to us as agents of cultural learning.

. Since the responses of others are culturally organized, we come to see ourselves and to evaluate ourselves in terms of our particular cultural standards.

. The self comes to act as both critic and object.

Growing Up in Two Cultures

This unit focuses on a comparison of socialization within two different cultures. The attention of the student is drawn to the way in which individuals come to internalize cultural standards as expressed in the sanctioned expectations of others. He will be exposed, as well, to evidence of the very great degree to which we are all products of our socio-cultural environment.

Suggested Activities

. Compare corresponding elements in divergent cultures.

. Invite speakers who can describe the roles of children and adolescents in a divergent culture.

Emergent Themes

. Each person tries to maintain a favourable self-image (that is, to make favourable judgements about the way he appears to others) and responds to the expectations of others, as made visible through their reaction to him.

. Differences in personality or temperament, which are often thought of as unique or genetic, are generally the product of socialization.

Are the Schools Really Necessary?

This topic leads to an inquiry into the part played by the school in the larger process of education. The topic encompasses a view of the school as an extension of family, community, and society and a questioning of its potential impact.

Suggested Activities

. Student could give their evaluations of the relevance and effectiveness of formal education, not only in building and developing specific skills but in forming attitudes or values and habits of work and deportment.

Emergent Themes

. Formal education is a deliberate extension of the larger socializing activity of the group.

WHO ARE YOU?

In this unit, the attempt to view the "self" as an actor playing culturally defined roles in the social drama encourages the student to articulate the diversity of roles that he plays and to clarify sources of inter-role conflict.

Suggested Activities

. Ask students to construct a chart of their roles, focusing on differences.

. Select two groups or individuals that students would not wish to be with at the same time, explaining the kinds of dilemmas that might result.

Emergent Themes

. Social interaction is a kind of drama in which the actors play well-defined parts or roles, taking their cues from the responses of other actors. Each actor confirms or supports the other in his role.

. Each actor plays many roles in a variety of social dramas. Divergent roles may make conflicting demands upon the same actor.

. Self-image is articulated predominantly in terms of one's most significant role or roles.

. Some positions in society are assigned or fixed; others can be achieved and are alterable.

THE HIPPIE

In this unit a popular stereotype is viewed, not as a deviant, but as a conformist who is governed by the expectations and standards of a sub-culture.

Suggested Activities

. Invite a group of hippies to form a panel and explain their point of view and life style.

. Research the values and socio-economic origins of a hippie group.

Emergent Themes

. Even behaviour which we think of as deviant is often limited and controlled by culture and social structure.

DRUGS AND THE ADOLESCENT

A deviant career, with its accompanying process of resocialization to sub-cultural norms and values, is explored in its similarity to an occupational career. The study directs attention to the importance of social determinants and consequences of drug use.

Suggested Activities

. Have students conduct a survey of attitudes and use.

. Research the differences between users of "soft" and "hard" drugs.

. Compare the present social meanings of marijuana and alcohol use.

. Invite speakers representing medical, legal, and social science points of view.

Emergent Themes

. The "deviant" actor is learning to play a role defined and supported within a deviant sub-culture.

DATING AS PLAY-ACTING

This unit attempts to illustrate the way in which adolescents learn to play the reciprocal roles of boy friend / girl friend, with reference both to older role-models and to the socializing impact of popular media such as TV, films, magazines, and pop music.

Suggested Activities

. Devise research projects on the learning of dating norms; analyse the popular media as socializing agents.

Emergent Themes

. Socialization is largely effected through role-learning.

. Roles tend to be related through reciprocal obligations and expectations.

From Adolescent to Adult

This unit affords an opportunity to explore many critical problems of adolescence, which is viewed as an uneasy transition between child and adult role-playing.

Suggested Activities

. Collect instances of adolescent-adult conflict and organize them within the framework of a transition from adolescent to adult role-playing.

Emergent Themes

. While playing one role, the actor is often preparing to take on a new role.

. Transition from the playing of one role to another may be marked by periods of uncertainty.

Towards Unisex?

In this unit sex identity is seen as an ascribed role. Cultural differences in sex role-playing, as well as the contemporary trend towards greater congruence in male-female roles, should be examined.

Suggested Activities

. Analyse sex-role differences in dress, deportment, and expectations; formulate a projection of trends.

Emergent Themes

. Roles organize the societal norms by defining their applicability to an actor in a particular situation.

. The cluster of related expectations or requirements that define any role tend to be more or less complementary or harmoniously integrated.

TEACHING FOR WHOM?

In this unit, the role of the teacher is explored with specific reference to the divergent expectations of academic, administrative, political, student, and parental groups.

Suggested Activities

. Students might draw up a list of the expectations that various groups impose on teachers, which in turn could be explored for potential conflicts.

Emergent Themes

. Each role is played to special audiences who may have divergent expectations of how the actor should behave.

So You Think You're Open-Minded?

Popular images of racial and ethnic minority group members are explored in terms of their implications for role-playing on the part of both the minority and the majority. The topic leads to a critical examination of prejudice in classroom, community, and country.

Suggested Activities

. Measure levels of prejudice in class or school.

. Construct and criticize ethnic "stereotypes".

. Analyse mass-media content to show sources of learned prejudice.

Emergent Themes

. We may have expectations about the role-playing of members of specific religious, ethnic, or racial groups, which tend in part to increase the incidence of this expected behaviour.

. Prejudice is learned and culturally supported.

BRAINWASHING

An extreme example of resocialization, brainwashing is the topic used to point out the way in which all role-playing depends upon continuous support in terms of the responses of others.

Suggested Activities

. Collect newspaper or other accounts of brainwashing for discussion.

Emergent Themes

. Our self-image is a changing one that requires continuous support in interaction and which may be remoulded in encountering new responses.

How Does It Feel to be Handicapped?

This unit aims to develop insight into the role of the handicapped person.

Suggested Activities

. Invite a speaker to discuss management of handicaps or stigma in social interaction.

Emergent Themes

. Certain personal characteristics may impede interaction either by imposing physical limitations on role-playing capacity or by seriously discrediting cultural definition.

THE MARGINAL MAN

This topic provides an insight into the problems that confront persons who are between two cultures and are not fully identified with either (e.g., the immigrant).

Suggested Activities

. Invite a New Canadian to speak on problems of cultural adjustment.

. First-generation Canadian students could reflect upon some of the cultural dilemmas they might face.

Emergent Themes

. Individuals vary in their degree of commitment to cultural institutions.

Does Your Group Run Your Life?

This topic affords an opportunity to explore the control exercised by a group over its members (for example, the possible restriction of output on the part of students or workers).

Suggested Activities

. Read about some of the Asch experiments[1]

. Explore real or hypothetical instances of deviation to reveal extent and effectiveness of primary group sanctions.

Emergent Themes

. Primary groups protect their members from the demands of larger secondary organizations.

. Because primary groups are the mirror through which the individual sustains his evaluation of self as a whole person, such groups exercise the strongest possible controls over individual behaviour.

---

[1]Solomon E. Asch. "Opinions and Social Pressure," Scientific American (November 1955).

The Working Mother: A Conflict of Interests?

This unit presents an opportunity to explore the changing expectations of wives and mothers and the position of women in the world of work.

Suggested Activities

- Debate some of the common opinions held about women who work.
- Conduct a survey of working mothers to explore role conflicts.

Emergent Themes

- Divergent roles may make simultaneous and conflicting demands.

Myth and Medicine

This unit explores the functional and historical similarities that are observable in apparently dissimilar roles, through a contrast of the witch doctor and the psychiatrist in terms of their relation to divergent cultures, ideologies and technologies, the way in which practitioners are recruited and trained, and the privileges of office.

Suggested Activities

. Prepare a contemporary job profile for a witch doctor and compare this with a description of the role of the psychiatrist as given by an anthropologist from another planet.

Emergent Themes

. The job, the position, and the profession are distinctive kinds of work roles.

ALCOHOL AND THE TEEN-AGER

This topic leads to a discussion and observation of the way in which alcohol is used by adolescents and the relationship of these patterns to adult models, peer-group pressures, cultural definitions, and legal restraints.

Suggested Activities

. Have students conduct a survey of attitudes and drinking habits both among adults and their peers.

. Review the most common situations of teen-age alcohol use and analyse from the point of view of motivation, group pressures and sanctions, community responses, type of use (e.g., recreational and symbolic).

. Contrast the drinking habits of various religious and ethnic groups and relate to value systems.

Emergent Themes

. Drinking habits are learned and are evidence of the way in which alcohol is defined in a culture and the way in which its use enters into specific role requirements.

Do Clothes Make the Man?

This unit explores the importance of clothing and other status symbols in facilitating interaction by generating reciprocal role expectations.

Suggested Activities

. Conduct experiments to demonstrate inference of status from dress and deportment.

. Discuss typical forms of adolescent dress and explore the socio-economic implications.

Emergent Themes

. Many social positions are associated with identifying status symbols of dress, speech, deportment, or skill.

Are You Ashamed to be Different?

The topic explores the pressures that society puts on the individual to make him conform. The study leads to the social function of conditioned guilt (embarrassment).

Suggested Activities

. Read about some of the Asch experiments.[1]

. Devise a project involving deliberate deviation by selected students from adolescent norms, with a report on the external and internal constraints experienced.

Emergent Themes

. Role expectations are supported by a system of rewards and punishments both internal and external.

. Behaviour is most often organized so as to elicit rewards.

---

[1] Solomon E. Asch. "Opinions and Social Pressure," Scientific American, (November 1955).

MAN: THE BUILDER OF SOCIAL STRUCTURES

In this section, a point of view in the sociological content is opened up, focusing upon the way in which the role-playing of individuals comes to be organized in terms of characteristic social processes and social structures. Man is seen as a participant in relationships, groupings, and social systems that have an intelligible structure which can neither be reduced to nor derived from a study of the behaviour of individual actors. Emphasis is given to many of the important structural features of modern industrial, urbanized societies, but comparisons with other social systems, historical and contemporary, will be important in developing a wider awareness on the part of the student.

Guiding Perspectives

Through the development of relatively stable complementary role-playing, relationships and groups achieve a structure and continuity which may be independent of particular participants.

Interaction between individuals and groups is governed by a system of ranking or stratification.

In order to carry out important tasks with some guarantee of efficiency and continuity, groups may become formally organized with codified structures.

Society, viewed as a whole, may also be seen as a changing and more or less integrated system.

Is the Family Vanishing?

This unit explores the changing structure and functions of rural and urban families in Canadian society. Consideration is given to the transfer of tasks to formal organizations such as recreation agencies, the school, university, or church.

Suggested Activities

. Students might interview parents or grandparents to discover functions that the family fulfilled for past generations, in comparison to their own families. The differences could be related to larger socio-cultural changes.

. Students might be encouraged to investigate the perspective from which family development is viewed in Home Economics, Curriculum RP-S.6

Emergent Themes

. Relationships may be characterized as tending towards the primary, or intimate and personal, or towards the secondary, or impersonal and detached.

. Groups may be characterized as primary or secondary according to the relationship that is dominant.

b

Is Your Gang a Small Society?

This unit takes a look at the gang or closely-knit peer group as an integrated sub-culture and social system.

Suggested Activities

. Students might prepare a sociological sketch of their own gangs or peer groups, including identifying features of the sub-culture (e.g., language, dress, tastes, or jokes) and the structures of communication, authority, and prestige.

Emergent Themes

. All groups have a communication structure or pattern of repetitive interaction, an affective or emotional structure, a system of stratification, and a distinctive sub-culture.

. All groups have a division of labour whereby each position in the group is defined as a set of tasks and privileges.

From Scouting to Motorcycle Gangs

Through a contrast of these activities, this unit draws attention to patterns of adolescent involvement with reference to models in adult society.

Suggested Activities

. Using student experience, observation, and interviewing, contrast the ideologies, objectives, status, activities, and recruitment of these or other youth groups.

Emergent Themes

. All groups develop cultural variations by selecting from and modifying the dominant cultural patterns.

UNIONS IN TRANSITION

This unit looks at the labour union as an organization that reflects labour's point of view. The structural changes that accompany a union's growth from grass roots to structural complexity can be examined.

Suggested Activities

. Invite speakers who represent a variety of viewpoints on organized labour.

. Collect union literature.

. Compare student unions, labour unions, and professional associations.

Emergent Themes

. Organizational functions may change in adaptation to altered socio-cultural conditions.

. Interest groups emerge as social movements when they become capable of collective action.

Who Goes to Court?

Through the hierarchy of enforcement agencies, this unit examines the differential application of legal codes from the point of view of social control.

Suggested Activities

. Observe court proceedings.

. Compare several cases where students or others have been handled differently by enforcement agencies in connection with similar offences.

. Analyse Canadian demographic data to ascertain whether there has been a shift to a predominantly young population.

Emergent Themes

. The force and applicability of codified law are continuously redefined by the society and its enforcement agencies in a way that reflects both changing values and existing social differences.

Do Jails Make Criminals?

This topic takes a look at the socializing impact of penal institutions.

Suggested Activities

. Visit a penal or reform institution.

. Invite staff members of detention institutions, members of the John Howard Society, parole officers, and members of ex-convict groups to speak at your school.

Emergent Themes

. Certain institutions provide almost a total environment and thus have considerable potential for re-socializing participants.

ARE THE CHURCHES CHANGING?

This topic is designed to open up discussion on the problems faced by the churches in a changing and pluralistic society. Special emphasis is placed on modes of institutional adaptation; contrast of the role of the church in rural and urban settings; and the traditional position of the church which, in an urban society, faces conflict, questioning, and disorientation.

Suggested Activities

. Invite members of the clergy for a panel discussion of change.

. Survey student attitudes towards the churches or conduct a study of changing involvement patterns.

Emergent Themes

. Established institutions survive by adapting to changing social conditions.

SUBURBIA: MYTH OR MINOTAUR?

This unit attempts a critical review of the stereotypes of modern suburbia, placing emphasis on the heterogeneity of suburban developments and the problems of transport, land use, and social organization.

Suggested Activities

. Invite speakers who are active in related fields (e.g., urban sociologists, town planners).

. Contrast high-rise and apartment life with life in single family dwellings.

. Conduct comparative community studies of suburban and core areas.

. Organize a panel of urban planners, architects, and social workers to discuss urban problems.

Emergent Themes

. Western urbanization reflects both demographic and technological changes which have proceeded so rapidly as to produce demands for further technological and social adaptation.

The City as a Way of Life

This unit examines the city as an environment where issues of housing, impersonality, mobility, and heterogeneity dominate the lives of an increasing number of people.

Suggested Activities

. Classes from urban areas might be paired with classes from rural schools so that parallel comparative data on attitudes, life styles, and goals might be collected in both communities and presented for joint discussion.

Emergent Themes

. Instability of social arrangements and pluralism in life styles tend to create a considerable element of uncertainty and changeability in behaviour.

Time on Your Hands?

In this unit, the problem of leisure in an increasingly affluent society is examined with focus on contemporary recreational institutions and changing patterns of leisure-time use.

Suggested Activities

. Conduct a survey of student and adult use of leisure time.

. Construct an individual life-cycle showing age-transitions in the use of leisure time, with emphasis on anticipatory socialization.

Emergent Themes

. Recreational skills and habits, like work skills, are learned.

WHAT DOES IT MEAN TO BE POOR?

This unit explores poverty as a culturally relative concept. Consideration is given to the ecological and social position of Canada's poor in the urban ghetto and in depressed rural areas.

Suggested Activities

. The class could explore economically depressed areas (rural or urban) within reach of the school, leading to research projects on the social and psychological meaning of economic deprivation.

Emergent Themes

. Divergent groups in our society have distinctively different opportunities and expectations.

Growing Old in a Young Society

This topic examines the problems of the aged in our society, with reference to the changing age structure of Canada's population and the problems of isolation and occupational obsolescence.

Suggested Activities

. Invite a speaker who is active in a related field (e.g., gerontologist or someone who works closely with senior citizens).

. Through analysis of popular advertising, films, and slogans, examine cultural emphasis on youth.

Emergent Themes

. Changes in the age distribution of the population and in the structure of family life, as well as the rapid obsolescence of occupational skills, tend to place older persons in an isolated and disadvantaged position in our society.

THE SOCIAL CLIMBER

This unit examines the extent and avenues of mobility in Canadian society, exploring factors that facilitate or inhibit such movement. Comparisons with more rigid systems of stratification throw further light on these issues.

Suggested Activities

. Students might analyse mobility aspirations in their own age group (possibly in contrast with non-mobile adolescent retreatist groups).

. Students might prepare family sketches of socio-economic mobility with attention to the significant mechanisms or occasions of such movement.

Emergent Themes

. Positions are ranked according to the degree of prestige and power they command.

. Systems of ranking or stratification develop both among individuals within groups and among groups within the larger society.

. Individuals and groups change their position in the stratification structure either by changing positions or by enhancing the social evaluation of their group or position.

WHO ARE "THE ESTABLISHMENT"?

This unit is an attempt to define a vague but emotionally loaded contemporary term.

Suggested Activities

. Attempt a definition of "the establishment", taking into account current literature and usage.

. Examine in detail any one body exercising authority over adolescents, in order to explore both vested interests and the possible functional utility of such a body.

Emergent Themes

. A bureaucracy is a special kind of impersonal organization with a well-articulated, efficient, and dependable structure.

. All established organizations tend to protect their own interests and to seek their own survival and growth.

STUDENT POWER: BURNING OR BUILDING?

This topic leads to an exploration of the roots, objectives, tactics, and popular base of the student power movement, taking into consideration the position of teachers, administrators, and the public.

Suggested Activities

. Organize panel discussions that include the points of view of student reformers and educational administrators.

. Survey press reports on student power movements and compare their tactics with other political, social, and reform movements in our society.

Emergent Themes

. The reciprocal rights and obligations attached to complementary roles may be viewed as results of a process of exchange.

. Power in social relationships is a function of the unequal distribution of scarce rewards.

. All groups have a power structure. Where the exercise of power is accepted as legitimate by all concerned, an authority structure is present.

The Time Bomb in Canada's Mailbox

In this unit, separatism is viewed as a social movement and examined in terms of its evolution and the structural changes accompanying increased institutionalization.

Suggested Activities

. Collect separatist literature and analyse the movement in terms of symbols, objectives, and proposed tactics.

. Debate issues of separatism and federalism.

Emergent Themes

. Protest movements arise where sizeable groups are significantly disadvantaged in terms of the system of status and economic rewards. Such movements have a characteristic pattern of growth and change.

THE CANADIAN INDIAN: WHERE IS HE GOING?

This unit examines the Canadian Indian's attempts at social reorganization, both adaptive and retreatist, and some of the barriers to mobility.

Suggested Activities

. Compare Indian protest movements, retreatist and integrationist, in terms of their objectives and appeals.

Emergent Themes

. Some groups culturally defined as distinctive are limited in terms of mobility.

Our World: Overpopulated or Underdeveloped?

In this unit, the crisis of population is explored in terms of its causes and in terms of the resultant problems of urban growth and economic development in emergent countries.

Suggested Activities

. Making use of United Nations data, the class might construct graphs of world and regional population growth, urbanization, and changes in per capita income.

. Students might compare family planning, in the Orient and in the West, with sociological factors (obtained through research) affecting Canadian birth rates.

Emergent Themes

. The rate of population growth today is largely determined by family planning decisions which in turn depend upon cultural definitions and pressures of the social structure.

MAN AND THE MACHINE

This unit looks at man's technology as an extension of himself. The topic leads to a consideration of the problems of automation, work alienation, and the growing demand for more complex work skills.

Suggested Activities

. Devise a project that includes first-hand observation of computerized work.

. Analyse science-fiction (in popular songs, films, and literature).

Emergent Themes

. Mechanization and automation may make work less important for some and more important for others.

WAR AND GAMES

This topic explores similarities in the social processes underlying the seemingly divergent activities of war and games.

Suggested Activities

. Contrast a game or sport with a war, in terms of the elements of co-operation, competition, and conflict.

. Construct a continuum of activities ranging from games to wars and try to clarify the differentiating features.

Emergent Themes

. Pursuit of identical goals by individuals or groups may give rise to the characteristic relation of conflict, co-operation, or competition.

The Arms Race vs. The Human Race?

This unit takes a look at the growth of the military-industrial complex in Western societies and examines its relation to ideological conflicts and vested politico-economic interests.

Suggested Activities

. Collect information on military and related expenditures in Canada and the United States and contrast with expenditures in other areas (e.g., foreign aid).

Emergent Themes

. Institutions may tend to seek their own growth and perpetuation independently of the need that brought them into existence.

CANADIAN LEARNING MATERIALS

PRINTED MATERIALS

Berton, P. The Comfortable Pew. Toronto: McClelland & Stewart Limited, 1965.

Canadian Broadcasting Corporation. Under One Roof. Booklet on the Family. Toronto: Canadian Broadcasting Corporation, 1964.

*Elkin, F. The Family in Canada. Ottawa: Vanier Institute of the Family, 1968.

Graham, G., and Chaput-Rolland, S. Dear Enemies: A Dialogue on French and English Canada. Toronto: The Macmillan Co. of Canada Ltd., 1963.

The Indian Act. Ottawa: Queen's Printer.

Indian Eskimo Association of Canada. Cultural Encounter. Toronto: Indian Eskimo Association of Canada, n.d.

Indian Eskimo Association of Canada. To Be or To Become. Toronto: Indian Eskimo Association of Canada, 1957.

*Innis, H. TheBiasof Communication. Toronto: University of Toronto Press, 1964.

*For teacher's reference.

*Irving, J.A. Mass Media in Canada. Toronto: The Ryerson Press, 1962.

Lipton, C. Trade Union Movement of Canada, 1827-1959. Montreal: Canadian Social Publications, 1966. [i.e., 1967].

McDonough, J.T. Charbonneau and LeChef. Toronto: McClelland & Stewart Limited, 1968.

McGrath, W.T. Youth and the Law. Toronto: W. J. Gage Limited, 1964.

MacLennan, H. Two Solitudes. Rev. ed. Toronto: The Macmillan Co. of Canada Ltd., 1945.

*Ontario Department of Education. Interim Research Project On Unreached Youth. Alienation, Deviance and Social Control of Unreached Youth. Edited by John A. Byles. Toronto: The Interim Research Project on Unreached Youth, 1969.

Request for copy should be addressed to the Secretary of the Committee.

Repath, A. Mass Media and You. Toronto: Longmans Canada Ltd., 1966.

Roy, Gabrielle. The Cashier. Translated by H. Binsse. Toronto: McClelland & Stewart Limited, 1955.

---

*[illegible]

Roy, Gabrielle. The Tin Flute. Translated by H. Josephson.

Toronto: McClelland & Stewart Limited, 1959.

ARTICLES

Royal Bank of Canada. "What Use is Advertising?" Newsletter, October 1965.

Royal Bank of Canada. "The Canadian Family Enters 1967." Monthly Letter, November 1966.

Royal Bank of Canada. "The Family in Our Changing Society." Monthly Letter, July 1963.

Royal Bank of Canada. "Something About Retirement." Monthly Letter, December 1967.

Thaw, A. "We Skirt Real Education." Star Weekly, 23 October, 1965.

FILMS

Age of the Buffalo. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964 14 mins. colour.

Antonio. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 28 mins. b/w.

Begone Dull Care. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1949. 8 mins. colour.

Being Different. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1957. 10 mins. b/w.

Bonjour Toronto! Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1965. 28 mins. b/w.

Can the Earth Provide? Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 28 mins. b/w.

Challenge to Mankind. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 28 mins. b/w.

The Changing City. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1960. 28 mins. colour.

The Child of the Future: How Might He Learn? Directed by M. McLuhan. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 58 mins. b/w.

Circle of the Sun. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 29 mins. colour.

"The City" Series. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1963. Six parts, each 28 mins. b/w.

The City: Cars or People; The City: Heaven and Hell; The City and Its Region; The City and the Future; The City as Man's Home; The Heart of the City.

City Scene. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 28 mins. b/w.

City Under Pressure. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1965. 18 mins. b/w.

Courtship. Parts 1 & 2. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 30 mins. b/w.

Day After Day. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1962. 27 mins. b/w.

Detached Americans. Produced by the United Church of Canada, 1965. 33 mins. b/w.

The First Mile Up. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 17 mins. b/w.

Four Families. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1959. 59 mins. b/w.

Françoise. Learning Materials Service Unit, Department of Education. Produce by the National Film Board, 1964. 27 mins. b/w.

The General Foreman. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1958. 29 mins. b/w.

Getting on the Bandwagon. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1955. 7 mins. b/w.

Global Struggle for Food. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 28 mins. b/w.

The Golden Age. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1958. 29 mins. b/w.

The Head Men. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1963. 28 mins. b/w.

The Indian Speaks. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1967. 40 mins. colour.

The Invention of the Adolescent. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1967. 28 mins. b/w.

Knowing to Learn. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 71 mins. b/w.

Ladies and Gentlemen: Mr. Leonard Cohen. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1965. 41 mins. b/w.

Living Machine. Parts 1 & 2. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1962. 28 mins. b/w.

The Longer Trail. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1956. 29 mins. b/w.

Man and His Resources. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 28 mins. b/w.

Men at Work. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1954. 26 mins. b/w.

Men on the Assembly Line. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1958. 29 mins. b/w.

No Reason to Stay. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 28 mins. b/w.

People by the Billions. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 27 mins. b/w.

People Might Laugh at Us. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 9 mins. colour.

Phoebe. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 28 mins. b/w.

Portrait of the Artist. Learning Materials Service Unit. Department of Education. Produced by the National Film Board, 1964. 28 mins. b/w.

Power of Speech. Learning Materials Service Unit, Department of Education. Produced by the Hydro Electric Power Commission of Ontario, 1967. 20 mins. colour.

A Report on Re-development: Regent Park South. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 11 mins. b/w.

Satan's Choice. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1965. 27 mins. b/w.

Search for Learning. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 13 mins. b/w.

The Shattered Silence. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 27 mins. b/w.

The Skilled Worker. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1958. 29 mins. b/w.

The Stage to Three. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 28 mins. b/w.

Strike in Town. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1955. 29 mins. b/w.

Suburban Living: Six Solutions. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1960. 59 mins. b/w.

Summerhill. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 27 mins. colour.

The Teacher: Authority or Automation? Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 28 mins. b/w.

The Things I Cannot Change. Parts 1 & 2. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 55 mins. colour.

Three Grandmothers. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1963. 28 mins. b/w.

The Threshold. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1959. 23 mins. b/w.

To Build a Better City. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 14 mins. colour.

To Each a Rightful Share. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1961. 28 mins. b/w.

Toronto Jazz. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 27 mins. b/w.

Town Planning. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1958. 15 mins. b/w.

The Transition. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1964. 17 mins. b/w.

A Trumpet for the Combo. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1965. 8 mins. b/w.

The Vice-President. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1958. 29 mins. b/w.

Where Mrs. Whalley Lives. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1966. 28 mins. b/w.

Who Is Sylvia? Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1957. 30 mins. b/w.

Willie Catches On. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1962. 24 mins. b/w.

The Yellow Leaf. Learning Materials Service Unit, Department of Education. Produced by the National Film Board, 1956. 29 mins. b/w.

Selected Reference Texts for Teachers

Blishen, B., and others. Canadian Society: Sociological Perspectives. Toronto: The Macmillan Co. of Canada Ltd., 1968.

Clark, S.D. The Developing Canadian Community. Toronto: University of Toronto Press, 1962.

Clark, S.D. Urbanism and the Changing Canadian Society. Toronto: University of Toronto Press, 1961.

Elkin, Fredrick. The Family in Canada. Ottawa: Vanier Institute of the Family, 1968.

Jones, F.E. An Introduction to Sociology. Toronto: Canadian Broadcasting Corporation, 1963.

#Laskin, R. Social Problems: A Canadian P@ofile. Toronto: McGraw-Hill Co. of Canada Ltd., 1964.

Mann, W.E. Canada: A Sociological Profile. Toronto: The Copp Clark Publishing Company, 1968.

Porter, John. The Vertical Mosaic. Toronto: Ubiversity of Toronto Press, 1965.

#Out-of-print